

poor, and in a few positively bad. Greater interest in music began to be manifested as early as 1845; pupils began to provide themselves with small singing books, and a few years later some of the schools purchased by the voluntary contributions of pupils and their friends small melodeons or seraphines for musical accompaniment. One or more music teachers gave courses of lessons in the winter for a very moderate tuition, and the religious societies, from time to time, provided gratuitous instruction for the young in sacred music. In 1862, William A. Hodgdon volunteered to give a short series of lessons in singing in the schools without compensation, and in 1865, Professor B. B. Davis was regularly employed a portion of each school week as instructor of music, in which position he continued for several years. John Jackman followed from 1873 to 1880; Austin D. Spaulding, 1881-'83; Joseph H. Jackman, 1883-'85. In the latter year Charles E. Boyd was engaged as teacher to give his entire time to the work, and great progress resulted. D. M. Kelsey succeeded Mr. Boyd for a single year. Professor Charles S. Conant, the present instructor, was engaged in 1888, and has completed thirteen years of continuous service. The methods of instruction employed are the most approved, and the results obtained are very gratifying. The knowledge of music obtained in the elementary schools has greatly enriched the life of every youthful participant, and done much to induce a more general interest in the subject by all classes. It has, besides, contributed in no small degree to develop the musical taste of our people generally.

A sewing school for girls, the first with a special instructor, was opened in the fall of 1890, with Mrs. Bessie A. Haines as principal, with instruction in the various branches of needlework. The attendance, large at the beginning, rapidly increased, and two years later Mrs. M. E. Titcomb was chosen assistant, and the school provided with a home of its own in the old one-story building on Union street. In 1896 a branch was opened in the Cogswell school to accommodate pupils from the South end. Instruction in the use of sewing-machines and the cutting of garments was subsequently added. In June, 1898, after six and eight years of continuous service, both teachers retired, and Mrs. Ellen J. Jones was chosen principal, with Miss Leila A. Hill assistant. The school early made manifest its great usefulness and popularity. But instruction in sewing in the schools really dates back more than a century. Indeed, in some of the very earliest schools in this town young girls were taught plain sewing and knitting, and in many instances fancy needlework and embroidery. After they had become proficient in the use of the needle, they were encouraged at an early age to make a "sampler,"

as it was then called, as a finished specimen of their handiwork for presentation to parents as a keepsake. These were about the size of a lady's pocket-handkerchief, the material of coarse silk or silk and linen, with a hand-embroidered border of colors. The inner surface of the sampler was a work of art, ingeniously wrought with tiny stitches. It contained the date of its beginning, the name and age of the maker, letters of the alphabet, the Arabic and Roman numerals, and sometimes a rude drawing of the schoolhouse, together with the name of the teacher or other friend. Some of these tiny specimens are still to be found carefully laid away with other treasured keepsakes that have never lost their tender charm as loving mementos of departed friends.

A. B. Thompson, a member of the board of education 1876-'86, died September 12, 1890.

District No. 3, West Concord village, was united with Union district August 1, 1891, under the authority of an act of the legislature authorizing the same upon terms to be mutually agreed upon, the former paying to the latter eight hundred and seventy-eight dollars to equalize the property interests of the two former districts.

In the same year, 1891, three former members of the board of education, each of whom had "lived that life which answers life's great end," were released from the burden of earthly cares. Dr. Jesse P. Bancroft, an eminent physician and a member of the board for nearly ten years (1859-'69), died April 30, aged seventy-six years. A. J. Prescott, a member from 1865 until 1874, died July 4, aged seventy-four years and six months; and Warren Clark, a member for nearly thirteen years, between 1875 and 1891, a part of which time he was superintendent of schools, died November 21, in the fifty-fifth year of his age.

Concord was the pioneer city of the state to establish kindergartens as a part of the public school system. The first was opened in the Chandler school in September, 1891, with Miss Carrie B. Copley as teacher, and became very popular. Miss Copley resigned in 1893, and was followed by Miss Lucia E. Whittemore, who served for two years, succeeded by Miss Helen L. Southgate in 1895. The second kindergarten was opened in the Walker school in September, 1892, with Miss Amy L. Comins as instructor. The third was begun in the Kimball school, September, 1895, with Miss Jane D. Proctor as principal. Miss Proctor opened the first *private* kindergarten school in the city, in a private house on Hanover street, May 6, 1879. The fourth public kindergarten was opened in the Franklin training-school in September, 1896. Miss Southgate was transferred from the Chandler to the Franklin, and Miss S. Josephine Messer succeeded her

at the Chandler. The fifth was opened in the engine house at West Concord in September, 1897, with Miss Mary A. Sanborn as teacher, succeeded by Miss Katherine L. Remick in 1898; and the sixth in the Cogswell school in the fall of 1899.

But little, if any, mention is made of dancing in the early annals of Concord. In the seventeenth century the Puritans, probably not without reason, began to fear that exhibitions of purely animal spirits might lead to indiscreet if not sinful practices, and to look upon dancing as a social amusement with some degree of displeasure, and from a moral point of view to be discouraged. The first settlers of this town, nearly all members of the church, shared this feeling to a greater or less degree, so that it is probable that but little encouragement was given for the introduction of this form of recreation in the early life of the town. There was, in fact, no place in which dancing could be conveniently indulged in until the taverns began to be opened, about 1790. These little country inns were provided with small halls for the accommodation of public assemblies, and dancing schools soon began to flourish.

There is a tradition that the early settlers of Boscawen and Salisbury on the north, which towns were settled some years later, though very excellent people, were not quite as pious as the original proprietors of Penacook, and that the first dancing-master in Concord, with a fiddle under his arm, came down from Salisbury. The dancing-masters of this period were, as a rule, dignified and rather aristocratic personages, who were well received in good society. They taught not only dancing but polite behavior and agreeable manners, enabling the young to appear at ease and acquire a genteel gait or carriage. They were not inclined to the keeping of late hours, but received their classes in the afternoon. At first children only attended these schools, but the bewitching music of the violin brought back the remembrance of youthful joys, and pleasure-loving men and jolly dames were soon giving evidence of the fact that they were by no means past their dancing days. Country dances soon became the favorite, both sexes freely intermingling, and merry times were had. Only a few of the teachers can be mentioned. The first of record was Thaddeus Kendall, a popular and long remembered disciple of Terpsichore, who opened a dancing school at Benjamin Gale's hall, beginning at 4 p. m., October 11, 1799; terms, three dollars and twenty-five cents per quarter, including music. Nathaniel Ingols was another teacher in 1809-'10. A. Pushee, of Lebanon, was another famous instructor; he kept a school at Grecian hall, opening at 6 p. m., beginning about 1831 and continuing for ten years or longer. J. F. Dixon was another dancing-master, who kept a school over

Rolfe's store, just south of the Eagle Coffee House, in 1835-'36; ladies at 2 p. m., gents at 6 p. m. Henry W. Ranlet, of Meredith Bridge, came to Concord as a teacher about 1840, and continued in that vocation for nearly a quarter of a century. Miss Carrie Wyatt has been the most prominent in the profession in later years.

By previous arrangement the four hundredth anniversary of the discovery of America by Columbus was appropriately observed Saturday, October 22, 1892, by public exercises uniform in all the schools of the United States. The national programme was quite fully carried out in this city. ¹In the forenoon details of members of the Grand Army posts participated at the several school buildings. They were received at the entrance to the school yard and escorted by the pupils to the space in front of the building, where the proclamation of the president was read by one of the pupils officiating as master of ceremonies, at the conclusion of which the flag of our country was thrown to the breeze by the veterans and saluted by the pupils, followed by the singing of "America." All were then invited to seats within the building, where the remainder of the exercises were carried out.

The great feature of the day's celebration, however, was the parade of the school children in the afternoon. The procession formed in front of the high school building and moved in the following order: I. Platoon of police; II. Third Regiment band; III. Grand Army posts; IV. Companies C and E, New Hampshire State Militia; V. Board of Education; VI. Teachers and pupils of the following schools: High, Kimball, Merrimack, Chandler, Walker, Parochial, Merrimack County academy, Tahanto, Bow Brook, Fair Ground, Plains, Rumford, Penacook, Franklin, and West Concord. Each school was designated by handsome silk banners bearing its name and embellished with designs both interesting and unique, the work of pupils, the one carried by the Kimballs being a reproduction of that raised by Columbus when he first stepped foot on the soil of America. All the pupils carried small flags, and many were dressed in uniforms made especially for the occasion. The handsomest appearance in the line was conceded to the pupils of the Rumford school, every one of whom, boy or girl, from the largest to the smallest, appeared in uniform. Some of the juvenile marshals were mounted and a few of the young misses drove handsome pony teams. John Kimball marched with the teachers of the school bearing his name. The procession was a long one, the front of the line reaching city hall before the rear had turned from Pleasant street into Main. The marching of all, from the nearly-grown students of the high

¹ *People and Patriot.*

school to the little ones from the primary grades, was excellent in step and precision, and gave evidence of skilful training. The route was down State from School to Pleasant, Pleasant to Main, Main to Court, and thence to the city hall. The passage through Main street was a continuous ovation from a throng of people that completely filled the street, suspending all traffic for a time, and each of the passing divisions was greeted with round after round of hearty applause, the little ones receiving the larger share. Many of the public buildings, business houses, and private residences along the line of march were handsomely decorated. Arriving at the city hall the children were massed in the park in the rear, filling it to its utmost capacity. Here other exercises took place. The schools at Penacook and at the East village also celebrated with similar exercises and a large attendance of visitors. This was the third time only in a century in which the pupils of all the schools appeared in public procession, the first occasion being at the dedication of the Bradley monument, August 22, 1837, and the second on the day of the memorial exercises following the death and burial of President Lincoln, April 19, 1865. But a large number of schoolmates attended the funeral and marched to the grave when Bennie, the young son of President-elect Franklin Pierce, who met his death in a railroad accident, was buried, January 10, 1853.

A cooking school was opened in the winter of 1892-'93, a kitchen being fitted up for the purpose in the basement of the high school building. Miss Lucy A. Andrews, of the Drexel institute in Philadelphia, was engaged as instructor. The cooking was done with gas stoves. The following year the district voted to provide further instruction in the culinary art, and Mrs. Georgie L. Green was engaged as teacher. Both gas and electricity were used as fuel for a time, but the latter was given up after a little while. Only high school pupils were at first admitted, but in 1894 pupils from the higher grades were given entree, which increased the attendance, and a greater interest was manifested. In 1898 Mrs. Green resigned and Miss Mary A. Gannon was chosen successor. The latter died June 15, 1900, and Miss Harriet C. Gilmore became the next instructor, and is still in service, 1902.

Henry J. Crippen, of English birth, a member of the school board, 1871-'88, and a former teacher, died December 24, 1893.

District No. 12, East Concord village, with a school population at that time of a little less than one hundred pupils, was united with Union district July 1, 1894.

In 1895 a law was passed requiring a school census to be taken annually. The first enumeration was made in April of that year.

The whole number of children in Union district, between the ages of five and sixteen years, was two thousand two hundred and nine, of which number one thousand one hundred were boys, and one thousand one hundred and nine girls. West Concord reported eighty-four boys and sixty-five girls, and East Concord fifty-one boys and thirty-seven girls.

The old primary school building at the corner of Broadway and West streets, long known as the "Fair Ground" school, was replaced by a modern two-room building, first occupied in September of the latter year. It was built by E. B. Hutchinson, from plans made by J. E. Randlett, under the direction of Shadrach C. Morrill, Eliphalet F. Philbrick, and John C. Ordway, a committee of the school board. It cost about seven thousand dollars. It was subsequently named the "Cogswell school," in honor of Parsons B. Cogswell, a member of the board of education from its organization in 1859 until his death October 28, 1895.

The schoolhouse at Millville was moved a short distance, in the summer of the same year, from its old location at the junction of the two branches of the main road near the hay scales, to the road that runs northerly to Long pond, and was enlarged a few years later to accommodate an increased number of pupils in that locality.

A school census taken in Union school district in 1900 gave the following result: Boys, 1,351; girls, 1,415; total, 2,766.

The number of pupils and students under school instruction in the entire city, March, 1900, was as follows:

	<i>Boys.</i>	<i>Girls.</i>	<i>Total.</i>
Union School district,	1,160	1,187	2,347
Sisters of Mercy,	119	137	256
Miss Proctor's,	10	3	13
Rolfe and Rumford,		19	19
Town district,	135	116	251
Orphans' Home, Millville,	19	14	33
District No. 20, Penacook,	145	109	254
St. Paul's,	345		345
St. Mary's,		7	7
Totals,	1,933	1,592	3,525

Reverend Henry E. Parker, D. D., one of the first members of the board of education, and its first president, died November 7, 1896, at Boston, Mass. He was a professor in Dartmouth college from 1866 to 1892.

The year 1898 was one in which the work of the schools was carried on under some discouragements and interruptions. The excitement attending the declaration of war with Spain, in April, the bustle of preparation for raising troops, and the enlistment of the local com-

panies of the state militia, further increased by the encampment of the First Regiment of New Hampshire volunteers in this city, pervaded the schools to a considerable extent and was a source of some distraction. Twenty-eight young men, then or previously members of the high school, enrolled themselves in the First regiment, New Hampshire volunteers, as follows :

Colonel, Robert H. Rolfe, '80; adjutant, George D. Waldron, '89; assistant surgeon, Arthur K. Day, '81; captains, Otis G. Hammond, '88, Thomas F. Clifford, '91; lieutenants, Charles L. Mason, '92, Edward W. Richardson, '89, Clarence A. Goodhue, '92, Frank W. Brown, '92; sergeant-major, Solomon B. West, '97; quartermaster-sergeant, Harry P. Bennett, '88; sergeants, Clarence A. Burt, '89, Vaughn V. Himes, '90, James Johnston, '92, James J. Quinn, '93; corporals, Grant Hartshorn, '94, Micah D. Crockett, '97, Willis G. C. Kimball, Jr., junior class, '99, Omar S. Swenson, junior class, '99, Herbert M. Sanders, '98; hospital steward, Joseph W. Robins, '93; musician, Harold L. Pack, freshman class, '01; privates, Daniel E. Colbert, '95, Frank J. McNulty, '97, John W. L. Willcox, '98, Harry N. Lane, '99, Willis S. Beane, '99, Robert E. Waldron, junior class, '99.

Three former members of the board of education, whose terms of office had but recently expired, died during the year,—Austin S. Ranney, June 4, for six years a member of the board (1882-'98); Daniel B. Donovan, November 28, a member of the board from 1882 to 1890, a period of eight years, during seven of which he performed the duties of secretary; James L. Mason, December 18, a typical American of the old school, an historic figure in the city, which for more than threescore years had been his home. His life seemed to overlap the dim past and link it with the living present in a most delightful way.

Union School district, in 1900, had forty-eight regular and four special schools, making the whole number fifty-two, classified as follows :

Regular schools: High, 1; grammar, 16; primary, 24; kindergarten, 6; mixed, 1. Special schools: Manual training, 1; sewing, 1; cooking, 1; drawing, 1. Total, 52.

The whole number of regular teachers, including the superintendent, was sixty, with seven special teachers, making a total of sixty-seven.

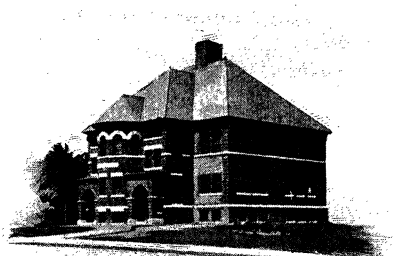
Of the regular teachers, forty-two of the sixty (seventy per cent.) were graduates of Concord schools, nearly all of whom were natives of the city, and thirty-one of the forty-two (nearly seventy-four per cent.) were graduates of the local school for normal training.

District No. 20 employed six teachers, and the town district eleven, making a total of eighty-four, or, including the nine pupil teachers in the training-school, a total of ninety-three teachers were regularly employed in the public schools of the city.

In addition to the above, six teachers in the parochial school, five

teachers or tutors of private schools, seven at St. Mary's School for Girls, thirty-six at St. Paul's, two at the Rolfe and Rumford, and one at the Orphans' Home at Millville, made a total of one hundred and fifty professional teachers in the whole city.

The Dewey school, at the West end, was built in 1900. By a vote of the district the committee purchased a lot on High street, then owned by the city. The site was at that time a knoll of rocky marl rising ten feet above the level of the street, and the removal of four thousand cubic yards of earth and rock was necessary before a beginning could be made. The plans for the building were made by J. E. Randlett, architect, and John L. A. Chellis was the principal contractor. It was named the Dewey school in honor of Reverend Harry P. Dewey, D. D., a former pastor of the South church and a member of the board of education for nine years, 1890-'99. It was dedicated January 31, 1901. It cost, including land, grading, and furniture, thirty thousand dollars. William F. Thayer, Willis D. Thompson, and John C. Ordway were the building committee.



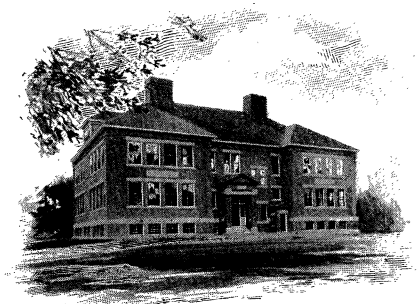
Dewey School.

Joseph C. A. Hill, who served nearly ten years as a member of the school board between 1876 and 1890—an ideal citizen, whose many graces and virtues will be long remembered by a multitude of friends,—died March 14, 1901, in the eighty-first year of his age. Mr. Hill left pleasant reminders of his generosity in beautiful pictures donated to the Franklin and Kimball schoolhouses, adding much to the ornamentation of the rooms.

The ventilation of school buildings was a subject for study and experiment for nearly sixty years. The early buildings had open fireplaces and large chimneys, which provided simple and natural ventilation. But when the change to cast-iron stoves was made, between 1820 and 1830, trouble began. The need of a better supply of fresh air assumed such importance that many experiments were made as early as 1846. The first improvement was the lowering of the upper sash of windows, which, previous to about 1850, were made stationary and immovable. Transoms over the doors were introduced a little later. In 1857, with the building of two new grammar schools in contemplation, a special committee, of which the late Judge Fowler was chairman, gave considerable time to the matter, consulting the best authorities; and the Merrimack and Rumford schools, built soon afterward, were considered a great improvement

over any previously erected. A further study of advanced methods was made when the high school was built in 1864, the Walker in 1873, and the Chandler in 1878. C. C. Lund, then city engineer, and the late Dr. Bancroft, a member of the school board, gave much time to an investigation of the subject in the latter year. Soon after this a trial of the Houghton system, by which fresh air was taken from the outside, warmed, and discharged near the ceilings, and openings made into the chimneys near the floors for outlets, was found to work very well. A central ventilating chimney was put into the high school in 1880, and in 1886 an improved ventilating apparatus was installed in the same building. The next year the Walker school was equipped with the Smead system, by which a large quantity of fresh air was taken into a room in the basement, moderately warmed by passing over large furnaces, and continuously discharged into the several school-rooms, in place of a less quantity at a much higher

temperature. The foul air was withdrawn by suction through large openings in or near the floor, carried to a large central shaft (artificially warmed), from which it was discharged through the roof. This system was so satisfactory that the Franklin school, built in 1889, was similarly equipped. The system installed in the new Kimball was the same in principle, except that steam was also used for warming, instead of hot air only. The fol-



Present Rumford School.

lowing year changes in ventilation were made in the Merrimack, Rumford, Penacook, and other buildings, by which fresh air from the outside was conducted to a confined space about large stoves, where it was warmed and entered the rooms above the heads of the pupils. In the new high school an elaborate system of artificial ventilation was installed, warm air distributed by means of a blower and fan, operated at first by an auxiliary engine and afterward by electricity. The Dewey school, built in 1900, was equipped with the Fuller-Warren system of warm air, and the Rumford, built in 1902, made use of the same, with an auxiliary boiler for warming the corridors with steam. Many of the changes in later years were made upon recommendations of Professor Woodbridge, of the Massachusetts Institute of Technology, and Dr. S. C. Morrill, a member of the school board.

Physical exercises of a mild character were introduced in all the schools of Union district as early as 1862, occupying from three to five minutes at a time twice each day. The exercises at first employed

consisted of taking correct positions, both sitting and standing, and a variety of other movements, mostly of the upper and lower extremities and the respiratory organs. These were continued, with slight variations from time to time, for many years. In 1890 a more modern system of calisthenics was introduced, consisting mainly of simple movements for the harmonious development of the whole body, under the supervision of Florence F. Barton, of Newport, a special teacher of elocution and physical training. The latter resigning at the close of the fall term in 1891, was followed by Bertha L. Colburn, of Hollis, who continued as instructor until the summer of 1897, since which time the work has been carried on under the direction of the regular teachers.

The high school boys, for nearly twenty years, have taken great interest in athletics, and have for several years won the state interscholastic championship. A casual observer might easily get the impression that baseball, football, high jumping, and fast running held priority of rank in the curriculum, with Greek and Latin striving hard for second place. Nor was physical training overlooked in the olden time; muscular development was then encouraged by methods which furnished the necessary fatigue, but with rather less of sport. "The woods and the fields were the gymnasium," says Forester Lyman, "and the axe, the saw, the shovel, and the hoe the implements generally employed."

The first little paper published in the interests of the pupils of the high school in recent years, was the *High School Mite*, a tiny quarto of eight or ten pages, published by W. J. Drew and B. Jackman, two enterprising pupils. The first issue made its appearance in January, 1880. In July it was united with the *Amateur Sportsman*, and in November of the same year merged with the *Granite Echo*, when H. D. Smart became associate editor with Master Drew. These were, however, but embryo conceptions, effervescent and transitory, and a year later even the *Echo* itself had dwindled away until lost in oblivion. But the seed had taken root, and a year or two later, as out of a clear sky, came *The Comet*. This was a quarto larger than its predecessors, and in general appearance and contents was a credit to the school. It was a monthly conducted by the senior class, and was published for two years, 1883-'84, and then, like its luminous namesake, suddenly vanished and was seen no more. In 1887 the publication of *The Volunteer* was begun, and has continued, with but few interruptions, to the present time. In 1892 and 1893, under the management of Editor-in-chief William H. Porter, now of Haverhill, Mass., it was much enlarged, each number containing from twelve to twenty double-column pages, handsomely illustrated, and enclosed in

tasteful covers. Beginning with Volume VIII, published in 1899–1900, the paper was made a part of the English composition work of the school, and placed under the general direction of the instructor of that department, its contents being chiefly the best work done by pupils in composition. Thus journalism became a feature in the course of high school study.

The High School lyceum, a debating society, was organized in October, 1887, and is still in a flourishing condition. Joint debates are frequently held with other schools and academies of the state.

For five years, beginning with the winter of 1890–'91, the school supplied a lecture course, which was discontinued with the opening of the Walker free lecture courses. During the year 1900–'01 many addresses on various topics were made before the school by citizens of Concord and others.

When Mr. Kent began his work as principal of the high school in 1882 there were 130 pupils in the school; since then the numbers have rapidly increased until, at the present time—the winter of 1901–'02—the registration is 258, a larger number than ever before. The whole number of graduates between 1860 and 1901, inclusive,—a period of forty-two years,—has been 981, of whom 327—exactly one third—were boys, and the remaining two thirds (654) of the other sex. Of this total, seventeen and seven-tenths per cent. (174) entered colleges or technical schools as follows: Dartmouth, 66; Harvard, 18; Wellesley, 16; Boston University, 8; Vassar, 7; Radcliffe, 6; Brown, 6; Smith, 6; New Hampshire college, Durham, 4; Bates, Yale, Wesleyan, Massachusetts Institute Technology, Worcester Polytechnic Institute, 3 each; Amherst, Williams, Trinity, Mt. Holyoke and West Point, 2 each; and Annapolis, Baltimore, Barnard, Byrn Mawr, Colgate, Columbian, Middlebury, Princeton, Tufts, University Illinois, University Michigan, University Wisconsin, 1 each. Nine and a half per cent. (94) of the total number of graduates are already numbered with the dead.

The following is a complete list of teachers who have been employed in the high school since the first class fitted for graduation:

PRINCIPALS.

Henry E. Sawyer, from 1857 to 1865.
 Moses Woolson, from 1865 to 1867.
 J. H. Woods, from 1867 to 1868.
 J. D. Bartley, from 1868 to 1875.
 John L. Stanley, from 1875 to 1882.
 L. B. Pillsbury, fall term of 1882.
 John F. Kent, from winter term of 1882 to June, 1902.

ASSISTANTS.

Henrietta Carter, from spring term, 1858, to close of spring term, 1862.
 Augustus P. Salter, spring term, 1858.

- Mary A. Currier, from fall term, 1858, to close of spring term, 1862.
 Henry J. Crippen, from fall term, 1862, to close of spring term, 1863.
 M. M. Otis, from fall term, 1862, to end of spring term, 1864.
 Laura Wentworth, from fall term, 1863, to fall term 1864.
 Miss F. A. Bellows, fall term, 1864.
 Sarah E. Blair, from winter, 1864, to close of fall term, 1874, with leave of absence the winter and spring terms of 1871-'72.
 Miss E. J. Sherman, from winter term, 1864, to close of fall term, 1866.
 Mrs. Abba Goold Woolson, from fall term, 1866, to end of spring term, 1867.
 Julia C. Hunt, fall term, 1866.
 Helen E. Gilbert, fall term, 1866.
 Mary H. Brooks, winter term, 1866-'67.
 Abby B. Parker, from spring term, 1867, to close of spring term, 1872.
 Laura Carlton, from winter term, 1871, to end of spring term, 1889, with leave of absence for winter term, 1883-'84.
 Miss C. E. Blake, winter term, 1873-'75.
 Helen L. Webster, from spring term, 1875, to close of fall term, 1876.
 Caroline E. Foster, winter term, 1876-'77.
 Annie A. Agge, spring term, 1876.
 Robert A. Ray, from fall term, 1876, to close of spring term, 1878.
 Sarah E. Bradley, spring term, 1877.
 Anna L. Savil, from fall term, 1877, to close of fall term, 1882, with leave of absence for winter term, 1879-'80.
 Miss E. A. Foster, from fall term, 1878, to close of spring term, 1879.
 Mary F. Redington, winter term, 1879-'80.
 Miss Kate B. Eastman (Mrs. Kate E. Wilson), from fall term, 1879, to spring term, 1887, and from fall term, 1893, to close of spring term, 1900, with leave of absence last half of year 1895.
 Frances M. Abbott, winter term of 1882-'83.
 Robert H. Rolfe, winter term of 1883-'84.
 Ida J. Bartlett, spring term of 1883.
 Lilla O. Davidson, from fall term, 1883, to end of spring term, 1884.
 Mariana Cogswell, from fall term, 1884, to end of spring term, 1889, and from fall term, 1892, to 1902.
 Josiah F. Hill, fall term, 1884.
 Mary F. Stubbs, from winter term, 1885-'86, to end of spring term, 1891.
 Hester D. Nichols, spring term, 1887.
 Rose M. Ladd, year 1887-'88.
 Helen W. Poor, fall term, 1888, to end of spring term, 1895.
 Roger Eastman, April, 1889, and 1890-'91.
 M. Grace Caldwell, fall term, 1889, to end of spring term, 1892.
 Margaret W. Twitchell, fall term, 1889.
 Charlotte M. Keith, winter term, 1889-'90.
 Julia Ellis, spring term, 1890.
 Mary E. Quimby, spring term, 1891, to end of spring term, 1892.
 Herbert E. Sargent, fall term, 1891, to end of spring term, 1893.
 Elizabeth Averill, fall term, 1891, to present time.
 Edith Ross, fall term, 1892, to end of winter term, 1893.
 Mabel A. Phelps, spring term, 1893, to end of spring term, 1894.
 Nellie C. Lewis, fall term, 1894, to close of fall term, 1895.
 Mary E. Whitten, from November 5, 1894, to present time.
 John M. Gallagher, last half of year 1894-'95.
 Edith M. Walker, fall term, 1895, to close of school year, 1903, with leave of absence for year 1901-'02.
 Cornelia Golay, spring term, 1896, to end of spring term, 1897.
 Louise V. Dodge, fall term, 1897, and winter term, 1898.
 H. Katherine Brainerd, spring term, 1898.
 Newton H. Black, fall term, 1898, to end of spring term, 1900.

Mary W. Dean, fall term, 1899, to present time.
 Philinda P. Rand, winter and spring terms, 1900.
 Cora J. Russell, fall term, 1900, to present time.
 Willard I. Hyatt, year 1900-'01.
 Grace Morrill, fall term, 1901, to June, 1902.
 Emma Hindley, fall term, 1901, to present time.
 Caroline M. True, fall term, 1901, to present time.

The following list of school buildings, date of erection, seating capacity and value, is inserted for convenient reference and for the benefit of future historians :

INVENTORY OF SCHOOL PROPERTY, REAL ESTATE, 1902.

Number.	Name of building.	Union District.—Location.	Date built.	No. of rooms.	Seating capacity.	Estimated value of land and buildings.
1	High School.....	School, State, and Green.	1890	9	200	\$100,000
2	Kimball.....	North Spring, near School.....	1890	8	400	60,000
3	Walker.....	Church, State, and Fiske.....	1873	6	300	35,000
4	Chandler.....	Fayette and South.....	1878	4	200	22,000
5	Penacook.....	West and State.....	1870	4	200	21,500
6	Franklin.....	Franklin and Rumford.....	1889	4	200	15,000
7	Merrimack.....	Washington, near State.....	1858	4	200	9,000
8	New Rumford....	Monroe and Thorndike.....	1858	8	400	40,000
9	Cogswell.....	Broadway and West.....	1895	2	100	8,000
10	Eastman.....	East village.....	1870	3	150	6,000
11	West Concord....	West village, near depot.	1862	4	200	6,000
12	Bow Brook.....	Warren and Washington.....	1864	2	100	2,000
13	Tahanto.....	North State, near cemetery....	1889	2	100	4,000
14	Manual Training	North Spring, near Warren....	1852	2		2,500
15	Sewing School...	Union, near Centre.....	1852	2	Chairs	2,000
16	Plains.....	Off Loudon road.....	1873	1	50	1,500
17	Dewey School....	High, School, and Centre,	1900	4	200	30,000
		<i>District No. 20, Penacook.</i>		69	3,000	\$364,500
18	Penacook Village.	Summer street.....	1877	6	300	14,000
		<i>Town District.</i>				
19	Horse Hill.....	Old District No. 1.....	1870	1	40	1,400
20	The Borough....	West of Penacook village.....	1854	1	36	1,000
21	Little Pond	Ballard neighborhood.....	1859	1	24	1,000
22	The Mountain....	Near Sewall's falls bridge.....	1868	1	40	1,500
23	The Plains.....	Loudon and Pittsfield road....	1867	1	40	1,550
24	Turtle town	Near Turtle pond.....	1887	1	16	500
25	Snaptown.....	Virgin neighborhood.....	1890	1	28	500
26	Ironworks.....	Southwest part of city.....	1856	1	40	1,000
27	Millville.....	Near St. Paul's School	1862	2	73	1,000
28	Ashville.....	Westerly part of township.....	1803	1	24	200
29	Old Number Four	Dimond neighborhood.....	1858	1	16	1,000
30	Stickney Hill....	1857	1	40	800
31	Old Number Five	Beech Hill district.....	1816	1	20	100
				89	3,737	\$390,000

From 1731, when the first school had its beginning, until the present time, 1902 (a period of one hundred and seventy-one years), more than one and a half million of dollars have been raised by taxation

for the maintenance of the public schools; while fully another half million has been expended for the construction and repair of school buildings. During this period it is safe to say that upwards of thirty thousand boys and girls, the children of five and six generations, have received the substantial portion of their educational training in the schools of this town.

The century just closed has been one of unparalleled expansion and progress. Concord, at its beginning, was little more than a country village, unimportant, perhaps, save in the character of its inhabitants. In 1775, when the first national census was taken, it was the seventeenth town in the state in population. In 1800 it had grown to be the twelfth, in 1810 it had become the seventh, in 1820 the sixth, in 1830 the fourth, and in 1890 it had passed all of its early competitors, taking rank as the third city in the state, the two manufacturing cities only having a larger population, while the state itself in the latter year was but a little more than two and a half times greater in the number of its inhabitants than a hundred years before. It is gratifying, also, to believe that the public schools have more than kept pace with the growth of the town. A few of these changes may be briefly enumerated: A tenfold gain in population, from two to twenty thousand. A proportionate increase in the number of pupils and teachers, though families are smaller in number now than in the olden time, and the rural districts have lost in population. The number of school buildings have increased to thirty-one, and the number of school-rooms from nine to nearly ninety, with a gain in the value of school property from three thousand to three hundred and ninety thousand dollars. In the earlier years, too, our school buildings were unplastered and unpainted, destitute of anything in the way of comfort and convenience, providing little more than shelter. Now they are models of convenience, in every way adequate for the purposes intended. In money raised for the support of schools, there has been an increase from four hundred dollars to upwards of sixty thousand dollars annually, and in the cost per pupil from less than one dollar in 1800 to more than twenty-two dollars at the present time. But the improved character of the schools and the thoroughness of instruction which they afford is most gratifying. In systematic grading, in free text-books, in the introduction of new and important branches of study, the training of teachers and supervision of daily work, a great advance is apparent.

Happy we who were permitted to climb the rugged path to the rustic door of learning in the old schools of fifty years ago. Though the atmosphere was less purely intellectual than in these later days, and the pleasures of childhood dimmed by frequent exhibitions of

strife aroused by the severities of discipline—happily no longer necessary—there were yet compensating virtues and they served well their day and generation. But thrice happy they who are privileged to enjoy the greater advantages of the present. May they drink deep at the fountain of knowledge, and its priceless blessings long abide.

To the teachers and pupils of the public schools, whose acquaintance and friendship I have enjoyed during a service of fifteen years as a member of the school board, this little sketch of the early schools is affectionately inscribed.

“God grant, that when the day of life is done,
Our sight may catch, beyond death's gath'ring mist,
The land of light, and the unsetting sun,
And where the school is nevermore dismissed.”